

Journeys Second Grade-Unit 2 Performance Task

Unit Topic : Nature Walk

Length: Five-Six Weeks

Lessons 6, 8, 10

Common Core Learning Standards:

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text..

RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the rang.

Writing Standards

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Listening & Speaking Standards

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).**
- b. Build on others' talk in conversations by linking their comments to the remarks of others.**
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.**
- d. Seek to understand and communicate with individuals from different cultural backgrounds.**

Language Standards

L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)

Big Idea:

- Nature can teach us many things

EQ:

- What can nature teach us?

Skills:

- Text and Graphic Features
- Main Idea and Details
- Fact and Opinion
- Research Skills,
- Choosing Relevant Sources,
- Computer Basics

Genre:

- Informational Text

Vocabulary:

- Lesson 6: shaped, branches, pond, beaks, deepest, break, hang, winding
- Lesson 8: beware, pounding, damage, prevent, bend, reach, flash, equal
- Lesson 10: millions, weaker, choices, wrapped, drift, disgusting, simple, decide

- Additional Vocabulary Learned:

Weekly & Benchmark Assessments on Skill:**Formative Assessments:****Writing Assessment #1**

Have students follow the Write to Inform model from Day 1-5 to complete their first information writing piece on How marsupials protect themselves. Students will choose either the Wombat or the Tasmanian Devil to inform readers.

Writing Assessment # 2

Have students look at the video below and extract details from it to use within their information writing piece

<http://video.nationalgeographic.com/video/kids/forces-of-nature-kids/lightning-101-kids/>

Scaffolded Support:

- Leveled Readers-are sheltered text that connects to the main selection's topic, vocabulary, skill and strategy.
- Vocabulary in Context Cards - Provide Visual support and additional practice for Target vocabulary.
- ELL-There are notes throughout the TE that scaffold instruction for each language proficiency.

Resources:

Suggested Readings:

- *Animals Building Homes* by Wendy Perkins
- *Super Storms* by Seymour Simon
- *Jellies* by Twig C. George

Journey Resources

- Study Skills- pg R2-R3
- Rubrics-pg. R10-11

Websites:

<http://www.sheppardsoftware.com/content/animals/animals/mammals/wombat.htm>

<http://teacher.scholastic.com/activities/scholasticnews/index.html>

Weather 101-Connect to Reading

<http://video.nationalgeographic.com/video/kids/forces-of-nature-kids/weather-101-kids/>

Freaky forces of Nature

<http://kids.nationalgeographic.com/kids/stories/spacescience/freaky-forces-of-nature/>

<http://video.nationalgeographic.com/video/kids/forces-of-nature-kids/hurricanes-101-kids/>

Hurricane Safety Articles:

<http://eo.ucar.edu/kids/dangerwx/hurricane4.htm>

Tornado Safety Article:

<http://eo.ucar.edu/kids/dangerwx/tornado5.htm>

Field Trip:

*Please add other resources not included.

Performance Task:

We have spent time learning about the things nature can teach us. We have read the texts *Animals Building Homes*, *Super Storms* and *Jellies*.

Write an informational book that teaches the reader about two kinds of storms you learned from the text *Superstorm* by Seymour Simon.

The book should include:

1. A title,
 2. At least three facts and definitions about each storm and how it effects the environment
 3. Provide a concluding statement or section.
 4. Pictures linked to your writing
- and definitions to develop points, and provide a.

5.

Or

Write an informational book that informs the reader about two types of animals and the kinds of homes these animals build you learned from *Animals Building Homes* by Wendy Perkins.

The book should include:

1. A title,
2. Give at least three facts and details about each animal and the type of homes they build.
3. Provide a concluding statement or section.
4. Pictures linked to your writing

Or

Write an informational book that informs the reader about two types Jellies learned from the text *Jellies* by Twig C. George.

The book should include:

5. A title,
6. Give at least three facts and details about each Jelly.
7. Provide a concluding statement or section.
8. Pictures linked to your writing

* Note: All students will present their projects either independently or within a group. Be sure to review and include a rubric for speaking and listening.

Second Grade-Unit 2 Nature Watch Nature can teach us many things Lessons 6, 8, 10						
Target Skill: Text and Graphic Features Target Strategy: Question Target vocabulary: shaped, deepest, branches, pond, hang, breaks, winding						
Lesson 6 Reading	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Whole Group/ Small Group-Use Leveled readers & Blackline masters.	TE-xvi-xvii-Discuss the Unit Opening Routines-T12 Daily Vocabulary Boost TE pg. 13 -- Vocabulary in Context TE pgs. 16-17 Pre-Assessment 1-Weekly Test Lesson 6	Vocabulary Review Read Aloud/Listening Comprehension: City Life is for the Birds TE: pgs. 14-15 Projectable 6.1 Small Groups	Daily Vocab Boost-T25 Develop Background: T28-29	Vocabulary Review Introduce Comprehension: TE: pgs. 30-31 *See Skill Trace Proj. 6.4 T-Map *Leveled Prac-Grab & Go ----- Small Groups		* Have students complete a weekly-to-do list. Keep it posted in the room. * Have students fill out Reading Log. *Teacher Reflection

Second Grade-Unit 2		Target Skill: Text and Graphic Features				
Nature Watch		Target Strategy: Question				
Nature can teach us many things		Target vocabulary: shaped, deepest, branches, pond, hang, breaks, winding				
Lessons 6, 8, 10						
Lesson 6	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Reading						
Whole Group/ Small Group-Use Leveled readers & Blackline masters.	Introduce Selection: TE: pgs. 32-40 Animals Building Homes Blackline Master 6.2 Proj. 6.5a/6.5b	Continued Comprehension: TE: pgs. 30-31 Selection: Animals Building Homes TE: pgs. 32-40 Daily Vocabulary Boost: T45	Daily Vocabulary Boost: T53 Comprehension: Hiding at the Pond TE pgs. 56-57 -Making Connections-Text to Text or Text to World	Connect and Extend TE pgs. 64 -Reading Log	Connect and Extend TE pgs. 64 Post Assessment Weekly Test 6.4-6.5 T.- 71	* Have students complete a weekly-to-do list. Keep it posted in the room. * Have students fill out Reading Log. *Teacher Reflection

Second Grade-Unit 2 Nature Watch Nature can teach us many things Lessons 6, 8, 10 Paired Selections: Superstorms/Weather Poems					
Target Skill: Main Ideas and Details Target Strategy: Visualize Target vocabulary: shaped, branches, pond, beaks, deepest, break, hang, winding					
Lesson 8	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Vocabulary Boost TE pg. 203 <hr/> Vocabulary in Context TE pgs. 205-06	Vocabulary Review Read Aloud: City Life is for the Birds TE: pgs. 204-05 <hr/> How do you know what a story is mostly about? What do you think the story Super Storms will tell us? TE pg. 202	Vocabulary Review./ Read Aloud: City Life is for the Birds TE: pgs. 204-05 <hr/> How do you know what a story is mostly about? What do you think the story Super Storms will tell us? TE pg. 202	Introduce Comprehension: TE: pgs. 220-221 - Selection: Super Storms TE: pgs. 222-230	Review Comprehension: TE: pgs. 220-221 - Selection: Super Storms TE: pgs. 222-230	Notes:

Second Grade-Unit 2 Nature Watch Nature can teach us many things Lessons 6, 8, 10 Paired Selections: Superstorms/Weather Poems		Target Skill: Main Ideas and Details Target Strategy: Visualize Target vocabulary: beware, damage, bend, flash, pounding, prevent, reach, equal				
Lesson 8 Reading	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
	Optional Deepen Comprehension: TE: pgs. 240-241	Class Project	Selection 2: Weather Poems (Select One) TE pgs. 248-249 Making Connections: TE pg. 249 What can you learn about a text by looking at a heading?	Selection 2: Weather Poems (Select One) TE pgs. 248-249 Making Connections: TE pg. 249 What can you learn about a text by looking at a heading?	Connect and Extend TE pgs. 256-57	*Decide on Class Project

Second Grade-Unit 2		Target Skill: Main Ideas and Details			
Nature Watch		Target Strategy: Visualize			
Nature can teach us many things		Target vocabulary: millions, choices, drift, simple, weaker, wrapped, disgusting, decide			
Lessons 6, 8, 10		Paired Selections: Jellies/Meet Norbert Wu			
Lesson 10 Reading	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Daily Vocabulary Boost TE pg. 395</p> <p>Vocabulary in Context TE pgs. 398-399</p>	<p>Vocabulary Review</p> <p>Read Aloud: Sharks on the Run! TE: pgs. 396-397</p> <p>How do you know if a something is a fact or opinion?</p> <p>What do you think the story Super Storms will tell us? TE pg. 202</p>	Class Project	<p>Introduce Comprehension: TE: pgs. 412-413</p> <p>Selection: Super Storms TE: pgs. 414-424</p> <p>Was the reading "Sharks on the run! A true story or make-believe story? How do you know</p>	<p>Introduce Comprehension: TE: pgs. 412-413</p> <p>Selection: Super Storms TE: pgs. 414-424</p> <p>Was the reading "Sharks on the run! A true story or make-believe story? How do you know</p>
					Notes:

Second Grade-Unit 2		Target Skill: Main Ideas and Details			
Nature Watch		Target Strategy: Visualize			
Nature can teach us many things		Target vocabulary: millions, choices, drift, simple, weaker, wrapped, disgusting, decide			
Lessons 6, 8, 10					
Paired Selections: Jellies/Meet Norbert Wu					
Lesson 10	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Optional Deepen Comprehension: TE: pgs. 432-433	Class Project	Selection 2: Meet Norbert Wu TE pgs. 440-441 Making Connections: TE pg. 441 What can you learn about a text by looking at a heading?	Selection 2: Meet Norbert Wu TE pgs. 440-441 Making Connections: TE pg. 441 What can you learn about a text by looking at a heading?	Connect and Extend TE pgs. 448-49
					Notes:

Journeys Second Grade-Unit 2 Performance Task
Unit Topic : Nature Walk
Length: Five-Six Weeks
Lessons 6, 8, 10

Lesson 6 Writing	Continue to Launch Unit	<p>Write to Inform: Teach/Model: Inform. paragraph T23-Proj. 6.3 Guided Practice</p> <p>Writing Prompt: Tell how nature lets you know that winter is coming?</p>	<p>Write to Inform: Idea and details Practice Book p. 82</p>	<p>Write to Inform: T51 Writing Prompt: List three things you think people can learn from animals.</p>	<p>Have students choose one of their writing prompts to practice revisions and editing</p>
---------------------	-------------------------	--	---	--	--

Journeys Second Grade-Unit 2 Performance Task
Unit Topic : Nature Walk
Length: Five-Six Weeks
Lessons 6, 8, 10

Lesson 6 Writing	<p>Your Turn: T41</p> <p>Write to Inform: T43</p> <p>Writing Prompt:</p> <p>Write sentences about how your home keeps you safe.</p>	<p>Use this time to catch up, reteach, extend. Etc.</p>	<p>Write to Inform: T61</p> <p>Proj. 6.11</p> <p>Writing Prompt:</p> <p>Write sentences about how your home keeps you safe.</p>	<p>Revise and Edit</p> <p>TE: pg. 68-69</p> <p>Writing Traits Checklist</p> <p>Proj. 6.12</p>	<p>Revise and Edit</p> <p>TE: pg. 68-69</p>	<p>Have students choose one of their writing prompts to practice revisions and editing</p>
---------------------	--	---	--	---	---	--

Journeys Second Grade-Unit 2 Performance Task
Unit Topic : Nature Walk
Length: Five-Six Weeks
Lessons 6, 8, 10

Lesson 8 Writing	Write to inform T213 Writing Prompt: Write a postcard to someone telling about the weather where you are	Write to inform T213 Writing Prompt: Write a postcard to someone telling about the weather where you are		Write to Inform T233 Writing Prompt: Tell about a time your home lost electrical power because of a storm.	Write to Inform T233 Writing Prompt: Tell about a time your home lost electrical power because of a storm.
-----------------------------------	---	---	--	---	---

Journeys Second Grade-Unit 2 Performance Task
Unit Topic : Nature Walk
Length: Five-Six Weeks
Lessons 6, 8, 10

<p>Lesson 8 Writing</p>	<p>Write to Inform T243 Writing Prompt: Describe a windy day. Use your senses of sight, sound and touch.</p>	<p>Class Project</p>	<p>Write to Inform T260-261 Writing Prompt: Write sentences describing you favorite kind of weather.</p>	<p>Class Project</p>	<p>Revise and Edit TE: pg. 68-69</p>
---	--	----------------------	--	----------------------	--

Journeys Second Grade-Unit 2 Performance Task
Unit Topic : Nature Walk
Length: Five-Six Weeks
Lessons 6, 8, 10

Lesson 10 Writing	Write to Inform: T 405 Writing Prompt: Write a diary entry about a day you spent on a beach.	Class Project	Write to Inform: T435 Writing Prompt: Tell about your favorite sea animal	Write to Inform: T435 Writing Prompt: Tell about your favorite sea animal		Extend through research- pgT65 Listening & Speaking
------------------------------------	---	----------------------	--	--	--	---

Home Letter

**Animals Building
Homes**
Home Letter

Dear Family,

During the next few weeks, we'll explore the theme **Nature Watch**. We'll learn about different kinds of plants, animals, gardens, and weather while considering the Big Idea "Nature can teach us many things."

We'll begin by exploring the question "How can chapter headings help you?" We'll read an informational text called **Animals Building Homes** that tells about different types of animal homes around the world. Then we'll have fun with the play **Hiding at the Pond**. What animals might have homes in a pond?

This week's...

Target Vocabulary: beaks, break, deepest, hang, pond, shaped, winding, branches

Phonics Skills: Common final blends *nd, ng, nk, nt, ft, xt, mp*

Vocabulary Strategy: Base words and prefixes *un-* (means "not" or "undo") and *re-* (means "again")

Comprehension Skill: Text and graphic features—tell how words work with art

Comprehension Strategy: Question—ask questions about what you are reading

Writing Focus: Write to inform—informational paragraph

Activities to Do Together

Vocabulary

Find a picture of a nature scene in a magazine or book. See how many of this week's **Target Vocabulary** words you can use to tell about the picture.

Next Door to Nature

Look out the window of your home. Talk with your child about the natural things you can see. Can you identify all of them by name?

Plants and Animals

Research different kinds of bird nests online or in a reference book. Have your child write a paragraph that tells the important ideas and details you read about.



Go to the *Student eBook* to read and listen to this week's selection.

Home Letter

Super Storms
Home Letter

Dear Family,

This week we will explore all kinds of weather. We'll also explore the question "How do you know what a story is mostly about?" In the informational text **Super Storms**, we'll learn about several kinds of extreme weather. Then we will read **Weather Poems**, including "Night Drumming for Rain," "Leaves," and "Morning Sun."

This week's...

Target Vocabulary: flash, equal, damage, reach, pounding, prevent, beware, bend

Phonics Skills: Consonant digraphs *th, sh, wh, ch, tch, ph*; base words with endings *-s, -ed, -ing* (no spelling changes)

Vocabulary Strategy: Compound words

Comprehension Skill: Main ideas and details—tell important ideas and details about a topic

Comprehension Strategy: Visualize—picture what is happening as you read

Writing Focus: Write to inform—informational paragraph

Activities to Do Together

Vocabulary

What is the weather like today? Use this week's **Target Vocabulary** words to make up sentences about the weather where you live.

Super Storm or Beautiful Breeze?

Take turns with your child pretending you're a weather forecaster. Broadcast your own weather reports, giving as many details as possible.

Weather Diary

Help your child keep a weather diary for one week. At the end of each day, have your child write a paragraph that tells the most important information about the weather.



Go to the *Student eBook* to read and listen to this week's selection.

Home Letter

Jellies
Home Letter

Dear Family,

This week we'll explore the question, "How do you know if something is a fact or an opinion?" We'll read two informational texts about the deep blue sea. The first selection, **Jellies**, features beautiful underwater photographs and fascinating facts about jellyfish. Then **Meet Norbert Wu** will introduce us to a man who makes his living photographing animals that live in the ocean. What an exciting—and wet—job!

This week's...

Target Vocabulary: decide, disgusting, drift, millions, simple, wrapped, choices, weaker

Phonics Skills: Contractions

Vocabulary Strategy: Base words and suffixes *-er* and *-est* (comparatives and superlatives)

Comprehension Skill: Fact and opinion—tell if an idea can be proved or is a feeling

Comprehension Strategy: Monitor/clarify—find ways to figure out what doesn't make sense

Writing Focus: Write to inform—revise/edit instructions (Reading/Writing Workshop)

Activities to Do Together

Vocabulary

Use the words in this week's **Target Vocabulary** to make up sentences about the ocean and the animals that live in it.

Adrift on an Imaginary Ocean

Using your sofa as an imaginary ship, pretend you and your child are sailing across the ocean. What animals do you see above the water? Put on a diving mask and go "underwater" to explore an old shipwreck or a deep-sea cave. Hoist the sails of your imagination and have fun exploring the ocean together!

Write About Your Adventure

Work together to write a summary of your "ocean adventure." Write about the most important things that happened and the most amazing things you saw.






Go to the *Student eBook* to read and listen to this week's selection.

Name _____ Date _____

Weekly To-Do List

Put an X in each box when you finish the activity.

Must Do	May Do
<input type="checkbox"/> Practice pages _____	<input type="checkbox"/> Reading Log
<input type="checkbox"/>  Comprehension and Fluency Work Station	<input type="checkbox"/> Vocabulary in Context Cards
<input type="checkbox"/>  Word Study Work Station	<input type="checkbox"/> Spelling
<input type="checkbox"/>  Think and Write Work Station	<input type="checkbox"/> Writing
<input type="checkbox"/> Read	<input type="checkbox"/> Other _____ _____ _____
<input type="checkbox"/> Other _____ _____ _____	




I read...

<input type="checkbox"/> Monday	
<input type="checkbox"/> Tuesday	
<input type="checkbox"/> Wednesday	
<input type="checkbox"/> Thursday	
<input type="checkbox"/> Friday	

Name _____ Date _____

Weekly To-Do List

Put an X in each box when you finish the activity.

Must Do	May Do
<input type="checkbox"/> Practice pages _____	<input type="checkbox"/> Reading Log
<input type="checkbox"/>  Comprehension and Fluency Work Station	<input type="checkbox"/> Vocabulary in Context Cards
<input type="checkbox"/>  Word Study Work Station	<input type="checkbox"/> Spelling
<input type="checkbox"/>  Think and Write Work Station	<input type="checkbox"/> Writing
<input type="checkbox"/> Read	<input type="checkbox"/> Other _____
<input type="checkbox"/> Other _____	_____
_____	_____




I read...

<input type="checkbox"/> Monday	
<input type="checkbox"/> Tuesday	
<input type="checkbox"/> Wednesday	
<input type="checkbox"/> Thursday	
<input type="checkbox"/> Friday	

Name _____ Date _____

Weekly To-Do List

Put an X in each box when you finish the activity.

Must Do	May Do
<input type="checkbox"/> Practice pages _____	<input type="checkbox"/> Reading Log
<input type="checkbox"/>  Comprehension and Fluency Work Station	<input type="checkbox"/> Vocabulary in Context Cards
<input type="checkbox"/>  Word Study Work Station	<input type="checkbox"/> Spelling
<input type="checkbox"/>  Think and Write Work Station	<input type="checkbox"/> Writing
<input type="checkbox"/> Read	<input type="checkbox"/> Other _____
<input type="checkbox"/> Other _____	_____
_____	_____

I read...

<input type="checkbox"/> Monday	
<input type="checkbox"/> Tuesday	
<input type="checkbox"/> Wednesday	
<input type="checkbox"/> Thursday	
<input type="checkbox"/> Friday	

Name _____ Date _____

Column Chart: _____

Title or Topic _____

Name _____ Date _____

Column Chart: _____

Title or Topic _____

Character Detail	My Own Experience	Inference About Character
character _____		
character _____		
character _____		

Name _____ Date _____

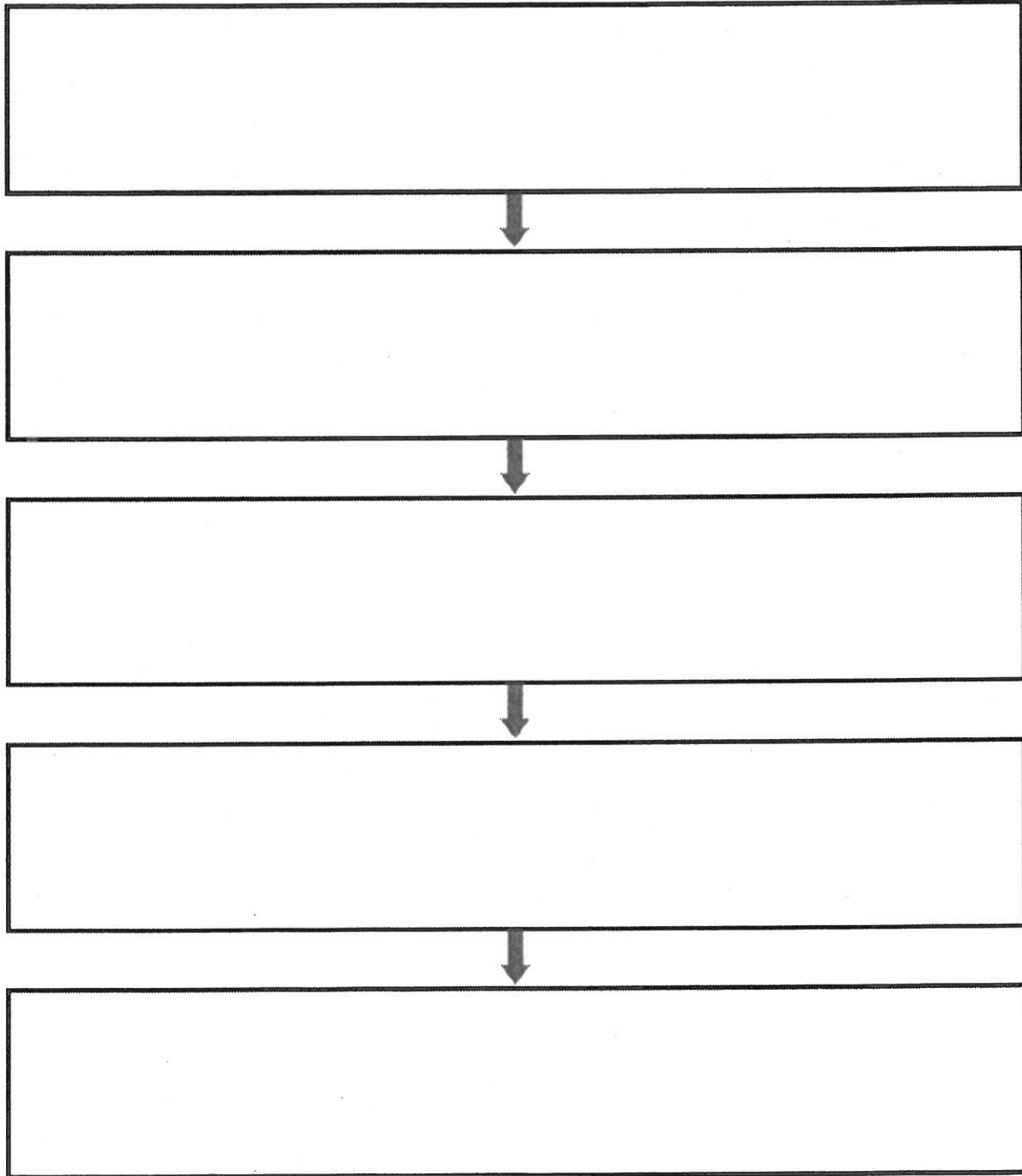
Feature Map: _____

Title or Topic _____

Name _____ Date _____

Flow Chart: _____

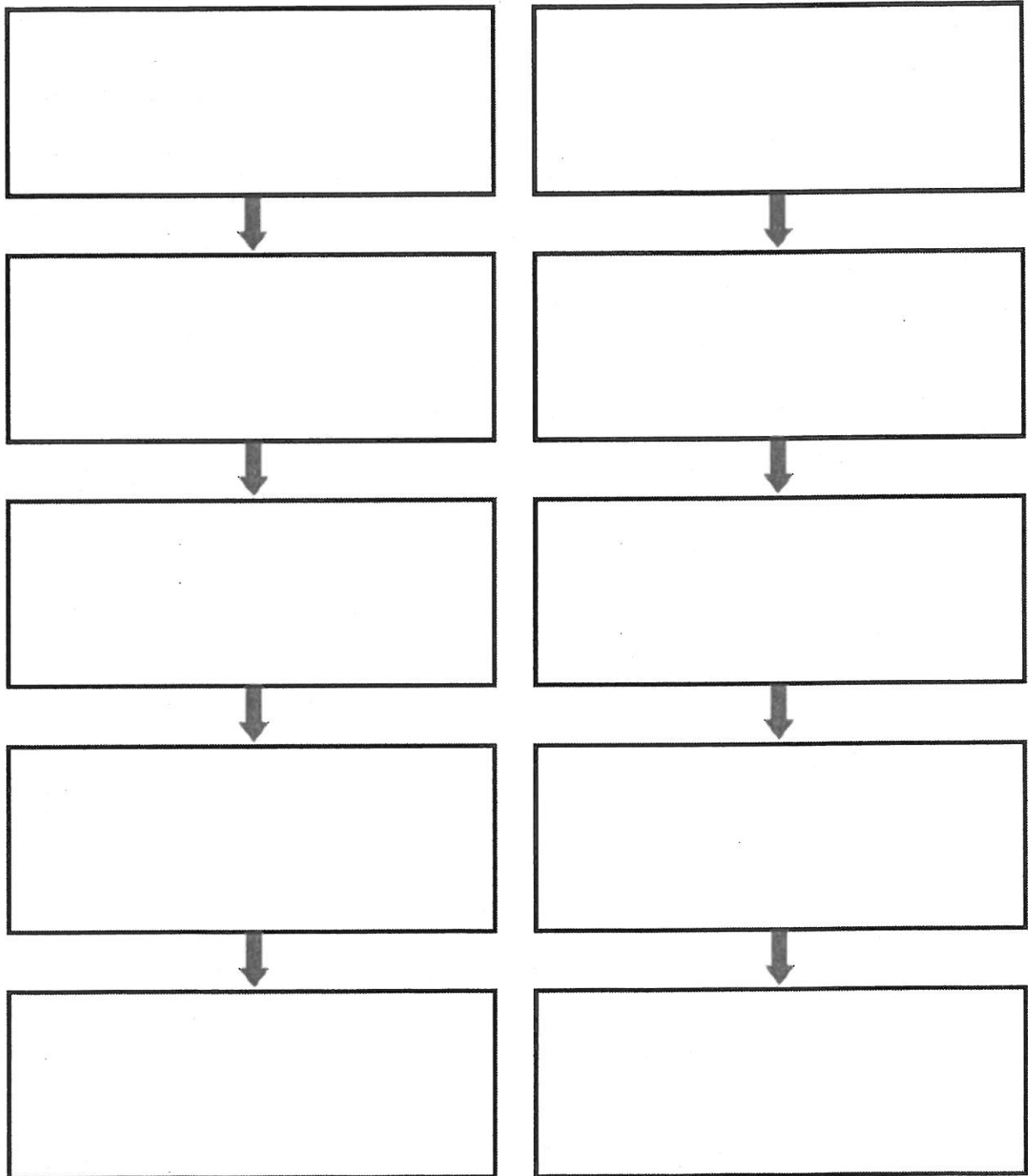
Title or Topic _____



Name _____ Date _____

Flow Chart: _____

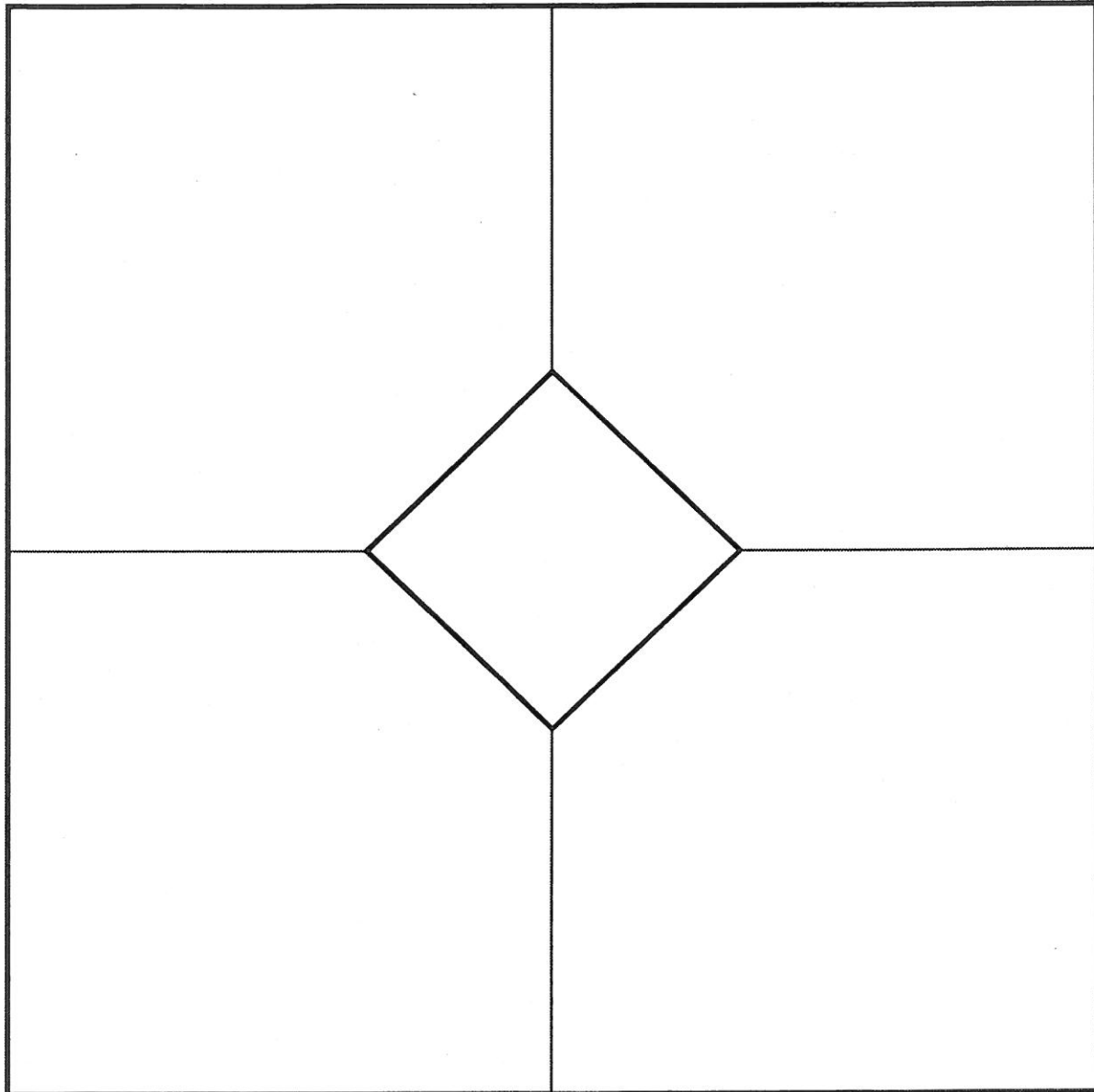
Title or Topic _____



Name _____ Date _____

Four-Square Map: _____

Title or Topic _____



Name _____ Date _____

Idea-Support Map: _____

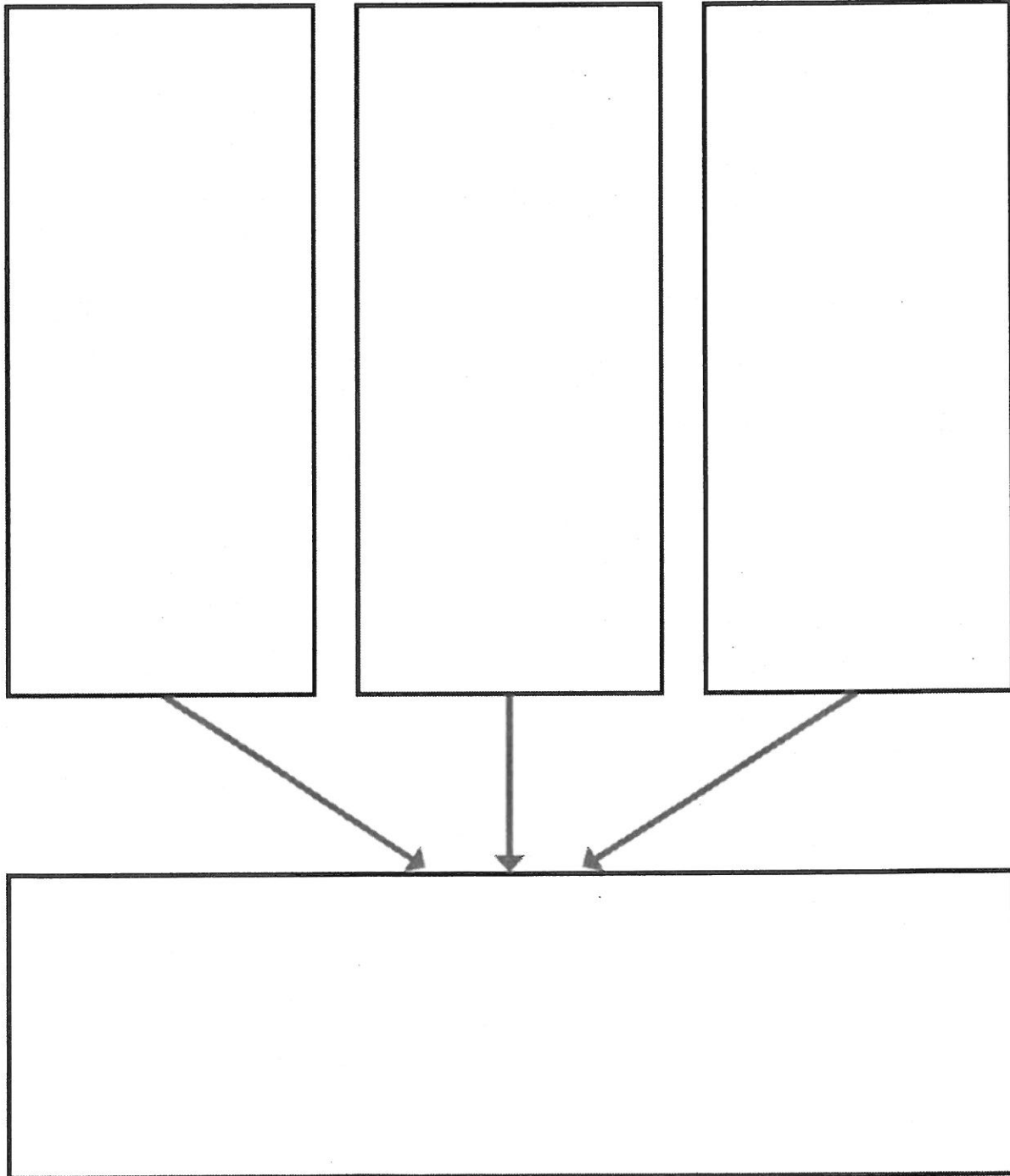
Title or Topic _____

The diagram consists of a vertical line on the left with four arrows pointing to the right. Each arrow points to the left side of one of four horizontal rectangular boxes stacked vertically on the right. The top box is connected to the top arrow, the second box to the second arrow, the third box to the third arrow, and the bottom box to the bottom arrow.

Name _____ Date _____

Inference Map: _____

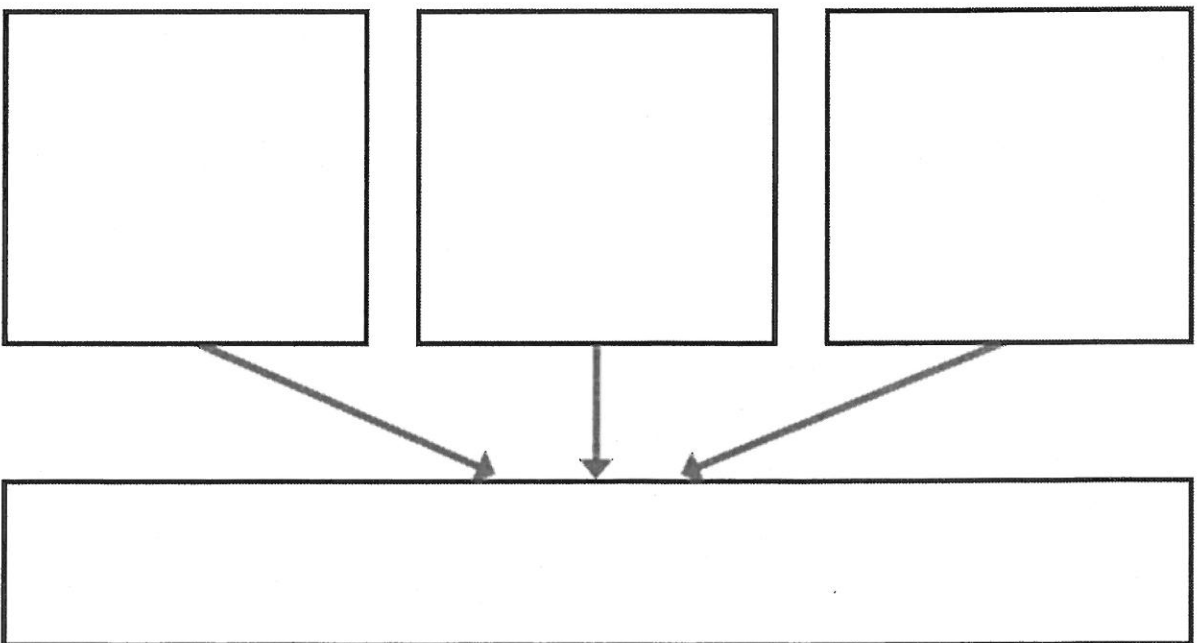
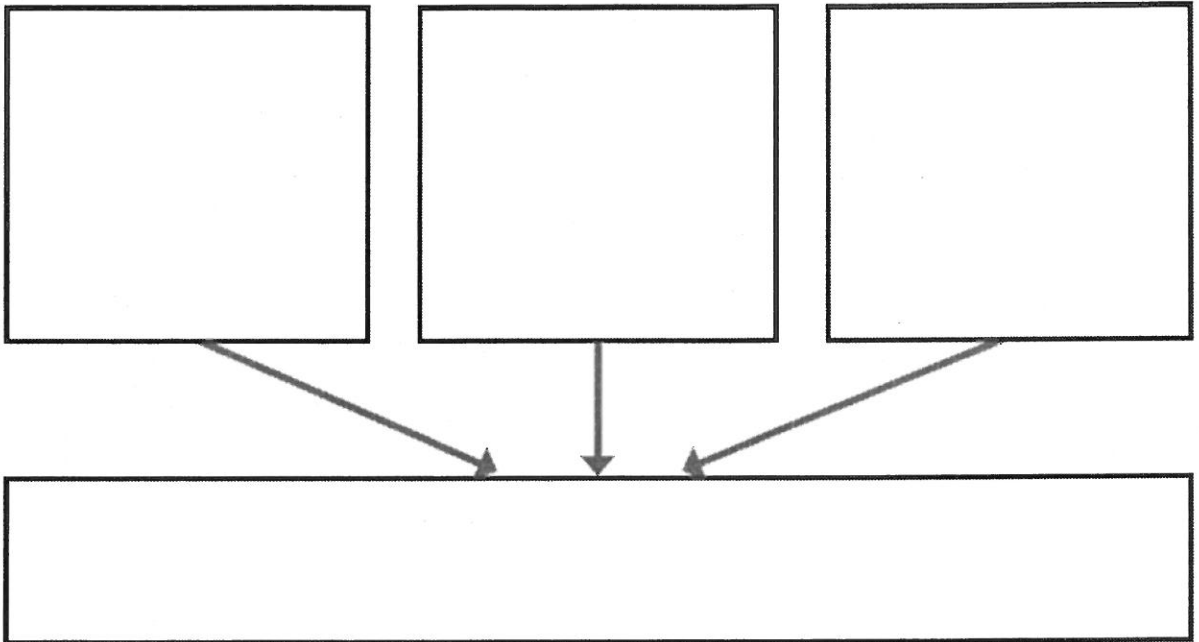
Title or Topic _____



Name _____ Date _____

Inference Map: _____

Title or Topic _____



Name _____ Date _____

Story Map: _____

Title _____

Setting	Characters
<div data-bbox="734 688 815 739" style="text-align: center;">Plot</div> <div data-bbox="207 772 350 814">Beginning</div> <div data-bbox="207 1129 308 1171">Middle</div> <div data-bbox="207 1486 263 1528">End</div>	

Name _____ Date _____

Story Map: _____

Title _____

Setting	Characters
<div data-bbox="846 688 932 737">Plot</div> <div data-bbox="321 768 583 812">Problem (Conflict)</div> <div data-bbox="321 1008 420 1045">Events</div> <div data-bbox="321 1604 621 1646">Solution (Resolution)</div>	

Name _____ Date _____

T-Map: _____**Title or Topic** _____

Name _____ Date _____

T-Map: _____

Title or Topic _____

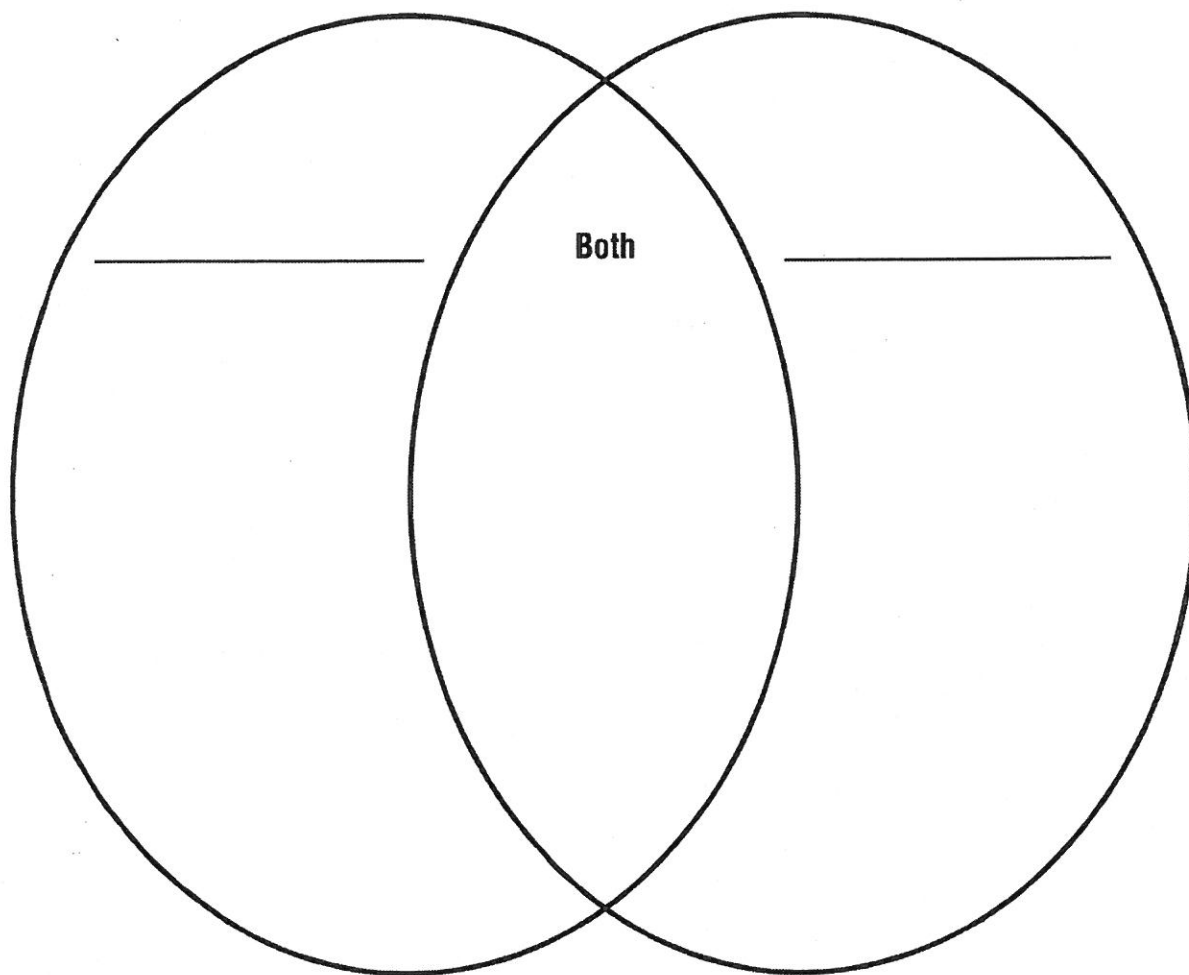
Cause	Effect



Name _____ Date _____

Venn Diagram: _____

Title or Topic _____



Name _____ Date _____

Web: _____

Title or Topic _____

